

# Applying Discovery Learning Model in Teaching Descriptive Text Writing Viewed from Creativity at IAIN Palopo

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## Abstract

This research employed Quasi-Experimental Design that applied Discovery Learning Model to taught writing descriptive text viewed from creativity. The objectives of the research was to find out (1) the effectiveness discovery learning model in teaching descriptive text writing viewed from creativity at IAIN Palopo (2) the students' perception about discovery learning model. The study had been done for sixth meetings that were designed; first meeting was for pre-test, fourth meetings for treatments, and the last meeting for post-test and give questionnaire for experiment class. The population was fourth semester students of IAIN Palopo in academic year 2020/2021. Total number of population was 130 and class Big B and Big C was taken as sample by using random sampling technique. The data was analyzed using t-test formula by comparing the mean of the difference score of pre-test and post-test from both of experimental and control class. The level of significance is set equal or less than 5%. The result of this research shows that t-test is lower than t-table. Therefore, it can be concluded that discovery learning model more effectiveness using in teaching writing descriptive text viewed from creativity and mean score from questionnaire category is very positive. The study concluded that teaching writing descriptive text viewed from creativity by using Discovery Learning Model more effective and get very positive response from students' at the Fourth Semester of IAIN Palopo and students' has a positive response about this learning model.

**Keywords :** *Discovery Learning, Writing, Descriptive Text, Creativity*

## Introduction

Education has a role important in a development nation. Education can create quality human resources. In the national education system it is formulated about the basis, function and purpose national education. The learning involves liveliness, creativity, skills, learning outcomes, and creative thinking skills of students in accordance with the education system nationwide, until now it is still experiencing developments, various efforts government is done to overcome educational problems like low activity, proficiency, creativity, learning outcomes, and creative thinking skills the background is conventional learning or the teacher center. Learning is not it only limited to those taught by lecture only, but it is all-encompassing life events that have direct influence on the learning process. In the era of the industrial revolution 4.0 is an era change the learning paradigm from learning that is conventional being that

activate students and train creative thinking skills of students. The industrial revolution is competency-based, in it formulated in an integrated manner includes competence attitudes, knowledge, and skills that students must have. Process learning should not only be pressing on the product to be produced but how is the learning process takes place. Students must be actively involved in learning. On process student learning gets results learn besides that students to get a number of skills or creativity that can build scientific attitude. Mastery of learning outcomes by someone can be seen from behavior, good behavior in shape mastery of scientific knowledge think and motor. Students' thinking skills later will develop student creativity. Munandar (1977) stated that creativity is a multidimensional construct which can be viewed from the cognitive, affective, and psychomotor dimensions. Therefore, the ability to think creatively can be measured through several approaches. In learning English, we know that there are four important skills that students must master, namely, speaking, listening, reading, and writing. Each of these skills requires creative thinking to get the most out of the learning process. In this research, researchers saw the phenomenon that exists at the university level that many students experience difficulty in writing because writing is one of the important skills in the lecture process because the final project of students to complete their study is writing a scientific paper. writing skills require students to be more creative in arranging patterns. By writing, students are trained in expressing their ideas so that the writing is produced by students can be accepted by readers. Writing skills are also demanding for students to have extensive knowledge. However, the phenomena by many students at IAIN Palopo in the writing skill course, there are several obstacles problem. Writing is not easy and need creative thinking, especially at the university level. Moreover, at the university level students are considered capable of writing various types of text such as descriptive text, narrative text, report text, and etc. After making observations in IAIN Palopo I found that many students difficult to creative think in write descriptive material. There are several obstacles and problem I found in IAIN Palopo are students have not been able to find the data and facts needed to write and students have not been able to organize data and facts into a paragraph. Based on the statement above, it is known that creative writing is not an easy skill, therefore one of the subjects that must be studied by IAIN Palopo students is the writing academic course. In this subject, students can write their creative ideas through writing descriptive text. Writing courses at the university level are courses that have sufficient abstract material coverage and must be able to think creatively. Therefore, it is necessary to implement and plan learning using appropriate models, strategies, and learning media. To overcome this problem, in this study researchers offer a learning model. By innovating on the approach or learning model is expected to have a positive impact on the quality of the process as well as learning outcomes.

One of the creative and innovative learning models is discovery learning model Aqib & Murtadlo (2016). Bruner state that discovery learning model is a model learning that emphasizes understanding the structure or important ideas of a discipline, through involvement students are active and creative in the learning process. Discovery strategy learning is done by steps Stimulation (stimulation), problem identification (problem statement), Data collection (data collecting), data processing (data processing), Verification, Generalization (generalization). In discovery learning, students are encouraged to learn mostly through their own active involvement with concepts and principles, and teachers encourage students to have experience and do experiments that enabled them to discover principles for themselves. This learning focus in active learning places more emphasis on approach learning, with the essence of activating students in learning carried out with a learning model student based. This research will focus to measure about the creative thinking of students in writing descriptive text through discovery learning model. There are three indicators of creativity in this research, namely fluency is the ability to produce many ideas quickly. In the smooth thinking, the emphasis is on quantity, not quality, flexibility is the ability to use a variety of ways to overcome problems, the ability to produce a number of ideas, answers or questions that vary, can see a problem from different points of view, looking for alternatives or different directions, and being able to use various approaches or ways of thinking and originality is the ability to come up with unique or original ideas. Student originality is seen when students are able to give and write new or different ideas. Based on the illustration above the researcher is interested in conducting

a research of Applying Discovery Learning Model in Teaching Descriptive Text Writing Viewed from Creativity.

## **Literature review**

### **Discovery Learning Model**

According to Bruner's view in Markaban (2008) learning with discovery is learning to find, where a student is confronted with a problem or situation that seems odd so students can find a way to solve it. Discovery learning gives students the opportunity to actively participate in building the knowledge they will get. Discovery learning model was first introduced by Jerome Bruner who emphasized that learning must be able to encourage students to learn what they already have. Bicknell-Holmes & Hoffman (2000) describe the three main attributes of discovery learning as 1) exploring and problem solving to create, integrate, and generalize knowledge, 2) student driven, interest-based activities in which the student determines the sequence and frequency, and 3) activities to encourage integration of new knowledge into the learner's existing knowledge base.

The application of the Discovery Learning model consists of 6 stages in the learning process, namely Stimulation, which is this stage serves to provide conditions for learning interactions that can develop and assist students in exploring materials about descriptive text. In this first stages, Bruner provides stimulation, namely this stage serves to provide conditions for learning interactions that can develop and assist students in exploring the material about descriptive text. In this case, Bruner provides stimulation using a questioning technique, namely by asking questions that can expose students to internal conditions that encourage exploration. At this stage, the lecturer gives students an adventure reading text to read and then answers the questions asked by the lecturer. The second stages is problem statement after stimulation, the next step for the lecturer to give students the opportunity to identify as many problem agendas as possible that are relevant to the subject matter. At this stage, students identify what interesting things they encounter in the surrounding environment that can be used as material for writing descriptive text. The third stage is data collection this stage serves to answer questions or prove whether or not a hypothesis is true. At this stage, students carry out activities in their daily environment during the corona virus pandemic. Students are asked to record things that are encountered during their daily activities. Furthermore, data processing is an activity to process data and information that has been obtained by students either through interviews, observations, and so on, then interpreted. The learning process in this stage, students process the existing data, students choose data to be developed into writing, and then students write stories based on the data that has been selected. The next stage is verification, according to Bruner (in Cahyo, 2013: 251), verification aims so that the learning process will run well and creatively if the lecturer gives students the opportunity to find a concept, theory, rule, or understanding through the examples he encounters. in their daily life. At this stage students prove the things identified in second stage appear or not in the student's writing through the presentation of writing results. The last stage is generalization (drawing conclusions), namely the generalization stage of drawing conclusions is the process of drawing a conclusion that can be presented with general principles and applies to all events or the same problem, of course paying attention to the verification results. At this stage students conclude the relationship of interesting things that they have experienced or encountered during the corona virus pandemic that has been done with the resulting writing.

Thus, the learning that has been carried out so far, which is generally centered on lecturers, becomes student-centered based on discovery through six stages in the learning process. This should be the case, students have an active role in learning, lecturers only act as facilitators, motivators and guides. So that students' thinking framework through the discovery of new

vocabulary can be poured through a summary of descriptive text. What they read and observe from the descriptive text presented by finding new vocabulary from the text. This makes students motivated in active, creative and fun learning.

## **Writing**

According to Tarigan (1994), writing is activity to produce or draw graphic symbol which represent a language that is understood by people, so that other people can read the graphic symbol presented. People will understand the graphic symbols if they understand the language and the graphic it self. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually. According to D'Angelo (1980) writing can help to think critically. Writing enables us to perceive relationship, to deepen perception, to solve problem and to give further experiences . It means the purposes of writing are to make relationship with other, to solve problem in written form such as send a letter for someone. The last, through writing, someone can express his experiences on a paper or in written form. In addition, they are really four common purpose in writing, they are to inform, to explain, to persuade and to amuse others.

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- 1) Writing to inform In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.
- 2) Writing to explain writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well.
- 3) Writing to persuade the most important we ever do in our personal life, in our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letter application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your reader to accept the main idea, even though it may be controversial.
- 4) Writing to amuse other writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse give you an opportunity to bring pleasure to others. Seize opportunity and make the most of it.

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you accustomed.

## **Descriptive Text**

According to Zumakhsin (2005), descriptive text is to describe what we see. Meanwhile Pardiyo (2007) states that description is a type of written text which has the specific function to give description about an object (human or non human). In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place. The word descriptive etymologically is derived from word “to describe” that means to say or to write what someone or something is like. So, descriptive is describing something or someone, especially in detailed way. A description is a verbal picture of person, place or object. Thus, a descriptive describes a person, place, or object. When the writer describes someone or something, he or she has to do it as possible. He or she can do it by observing and recording specific details of person, place, or object that attract the reader’s sense.

According to Burton and Humphries, the function of descriptive text is either to act as a background for piece of narrative an account or story or it can stand by itself and convey any of the five sense sight, hearing, touch, smell, and taste. Besides, a descriptive paragraph explains what something looks, sounds, feels, smell, or tastes like. According to Langan “the main purpose of a descriptive essay is to make readers see or hear, taste, smell, or feel what you are writing about.

Fink, et.al (1983) give the opinion about function of descriptive itself, whereas, the purpose of description is to present the reader with a picture of a person, subject, or setting. Therefore, as a reader of description, we should take a note of some elements of description as follows :

- 1) Concrete details is a specific description that supports, reflects, or expands a writer’s attitude or purpose.
- 2) Images is a concrete, literal (real and actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, smell and touch).
- 3) Simile is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.
- 4) Metaphors is a figure of speech that describes an object or action in a way that isn’t literally true, but helps explain an idea or make a comparison.
- 5) Connotative Language is words have positive or negative connotations that depend upon the social, cultural, and personal experience of individuals.

## **Creativity**

According to the general dictionary of Indonesian creativity is the ability to create something. Creativity is also interpreted as a pattern of thinking or ideas that arise spontaneously and imaginatively, which characterizes the artistic results of scientific discoveries and new inventions, even though others may have discovered or produced them. Munandar (1977) argues that creativity is a multidimensional construct that can be viewed from the cognitive, affective, and psychomotor dimensions. Therefore, the ability can be measure through several approaches. In addition there are various types of instruments used to measure, namely direct measurement and indirect measurement. Measurement with elements which mark these characteristics measurements of personality traits that are closely related to the part, and several types of measurements in the form non test. Among these types of tests, tests that can be used to measure the ability to think creatively in the Indonesian language field are measurement with elements of creative thinking abilities. The elements that mark the characteristics of the ability to think creatively include fluency, flexibility, and originality. The test can be used to measure this is through a story writing test.

In factor analysis studies surrounding the main characteristic of creativity, Guilford (1959) distinguishes between aptitude and non aptitude traits related to creativity. The aptitude

characteristic of creativity (creative thinking) include fluency, flexibility, originality, and elaboration which is operationalized in the form of divergent thinking. But, creative productivity is not the same as divergent productivity. The extent to which a person is able to produce creative achievements is determined by the characteristic of non - aptitude or affective Munandar (2012).

According to Davis (2012) aptitude traits include fluency, flexibility, authenticity, and elaboration while non-aptitude traits include curiosity, being imaginative, feeling challenged by pluralism, an attitude of risk taking.

### Research Method

This research used quasi experimental method. An experimental method involves making change in the value of one variable called the independent variable and observing the effect/influence of the change on another variable called the dependent variable. In this experimental research, researcher looks at the effect of at least one independent variable. In this research Discovery Learning Model is independent variable and writing descriptive text viewed from creativity is dependent variable. This research was conducted in the fourth semester in IAIN Palopo. It was conducted for 2 months from march to april 2021. The population of this study is the students of the fourth semester in English education department IAIN Palopo in the academic year of 2020/2021. The total number of population are 125 students divided into 5 class. Cluster random sampling was used to get the sample . the sample were BIG C as experimental class and BIG B as the control class in which each class consist of 25 students. Test was used to collect data of students' are writing test and questionnaire. Arikunto (2006) states a test is a set of question, exercise, or other instruments which are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups. In order to know the effect of discovery learning model in teaching descriptive text will be given writing test and to know the perception of students' about discovery learning model used questionnaire.

To find out the score of written test.

Table 3.2 Scoring of students' creative thinking abilities in writing descriptive text

Rated aspect	Score	Descriptor	Quality
Fluency	5	The results of students' descriptive essays show fluency if in 80 minutes the number of words used in the essay was more than 450 words.	Very Fluent
	4	In 80 minutes the number of words used in the essay was more than 351 -450 words.	Fluent
	3	In 80 minutes the number of words used in the essay was more than 251 -350 words.	Quite Fluent
	2	In 80 minutes the number of words used in the essay was more than 151 - 250 words	Not that Fluent
	1	In 80 minutes the number of words used in the essay was more than 50 - 150 words.	Not Fluent
Flexibility	5	The results of students' descriptive essays show flexibility if there is diversity in sentence structure in the form of a combination of sentences (1) simple, combination, and complex. Or (2)	Very flexible

		declarative, interrogative, and imperative sentence. (3) sentence length (short sentences of less than five words, long sentences of more than ten words). If there is flexibility in content or ideas that include (1) Identification, which show the general description (2) Description, which is show the specific description.	
	4	The results of students' descriptive essays show flexibility if has 4 criteria.	Flexible
	3	The results of students' descriptive essays show flexibility if has 3 criteria.	Quite flexible
	2	The results of students' descriptive essays show flexibility if has 2 criteria.	Not that flexible
	1	The results of students' descriptive essays show flexibility if has 1 criteria.	Not flexible
Originality	5	The results of students' descriptive essays show originality if includes (1) title, (2) topic sentence, (3) description, (4) conclusion, and (5) writing style.	Very original
	4	The results of students' descriptive essays show originality if has 4 criteria.	Original
	3	The results of students' descriptive essays show originality if has 3 criteria.	Quite original
	2	The results of students' descriptive essays show originality if has 2 criteria.	Not that original
	1	The results of students' descriptive essays show originality if has 1 criteria.	Not original

$$Score = \frac{\text{Rated Aspect Score}}{\text{Maximum score}} \times 100$$

The mean score of students classify into five classification as follows :

Table 3.3 Table classification score is a type 1 benchmark reference assessment with a score scale of 1-100 into five levels as follows :

No	Classification	Score
1	Very Creative	81-100
2	Creative	61-80
3	Quite Creative	41-60
4	Less Creative	21-40
5	Very Less Creative	10-20

(Masidjo, 1995)

To find out questionnaire score

The use of a Likert scale questionnaire instrument with four scales has the advantage of being able to capture research data more accurately. The weakness of the Likert scale instrument with five scales is that the researcher data becomes biased, as stated by Hadi (1999), the category of answers Undeciden has a double meaning, can be interpreted as not being able to decide or not give an answer. The category moderat/netral choice or undeciden has a double meaning or it can be interpreted that the respondent has not been able to decide or give an answer, is not used in the questionnaire because it can cause (central tendency effect) which can eliminate a lot of research data and thus reduce the amount of information that can be extracted from respondents.

Table 3.4 Table guideline for student response assessment score

Statement	Answer	Score
Positive Statement	Strongly Agree	4
	Agree	3
	Disagree	2
	Strongly Disagree	1

The data analysis technique in this research used descriptive statistical analysis techniques. Descriptive statistical analysis functions to describe or provide an overview of the object under study through sample or population data as it is without analyzing and making generally accepted conclusions. The descriptive statistical analysis technique used in this research is through the calculation of the mean or mean (M), median (Me), mode (Mo), and standard deviation (SD). For determination of position by calculating the Ideal Mean and Standard Deviation, it can be calculated with reference to norms as follows :

$$M_i = \frac{1}{2} (ST + SR)$$

$$S_{di} = \frac{1}{6} (ST - SR)$$



Where :

Mi: Mean (Ideal Average)  
 Sdi: Standard Deviation Ideal  
 ST: Highest Score  
 SR: Lowest Score

Saifuddin Azwar (2012)

With the results of the calculation of Mi and Sdi, the tendency for the variable perceptions of IV semester students towards discovery learning model at IAIN Palopo was categorized as follows:

Table 3.5 Conversion of Scores into Variable Trend Categories

No	Perception Category	Score (X)
1	Very Good	$Mi + Sdi \leq X$
2	Average	$Mi - Sdi \leq X < Mi + Sdi$
3	Poor	$X < Mi - Sdi$

The result of this research was explained in descriptive by using two questionnaire and test with SPSS 2.3 for analyzing the instrument.

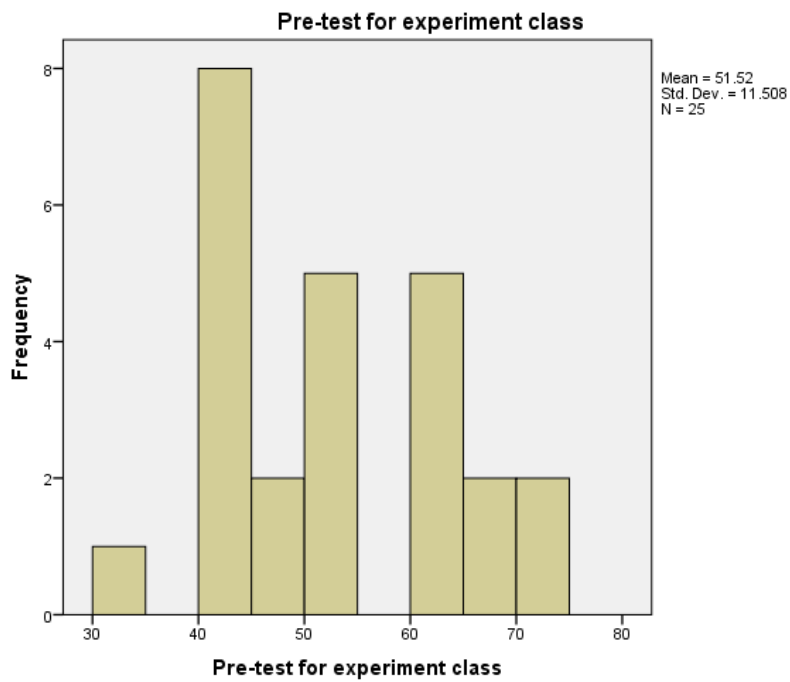
## Findings

Data on students' initial abilities were collected based on the results of the pretest scores which aimed to see the students' initial abilities before the learning process took place. The average difference in students' initial abilities between the control and experimental classes is shown in the tables below

The Frequency distribution Pre-test for Experiment Class

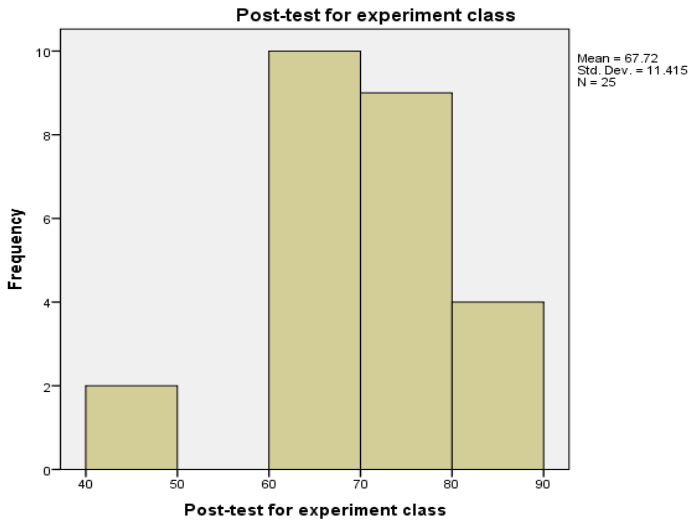
Pre-test for experiment class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	1.0	4.0	4.0
	40	8	8.0	32.0	36.0
	46	2	2.0	8.0	44.0
	53	5	5.0	20.0	64.0
	60	5	5.0	20.0	84.0
	66	2	2.0	8.0	92.0
	73	2	2.0	8.0	100.0

Total	25	25.0	100.0
Missing System	75	75.0	
Total	100	100.0	



The Frequency distribution Post-test for Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	2.0	8.0	8.0
	60	6	6.0	24.0	32.0
	66	4	4.0	16.0	48.0
	73	9	9.0	36.0	84.0
	80	2	2.0	8.0	92.0
	86	2	2.0	8.0	100.0
	Total	25	25.0	100.0	
Missing	System	75	75.0		
Total		100	100.0		



The table showed that there were 25 students participated. In the pre test, none of students were categorized as very creative category and very less creative category. There were 11 students categorized in less creative and 10 students categorized quite creative and 4 students in creative categorized and none of students in very creative and very less creative categorized. The less creative category was the category that has the highest frequency of 11 students (44%) while the creative category has the lowest frequency of 4 students (16%). Interestingly, in post test there were 2 students in very creative categorized, 14 students in creative categorized, 6 students quite creative categorized, 3 students in less creative categorized and none of students in very less categorized. The creative category was the category that has the highest frequency of 14 students (56%) while the very creative category has the lowest frequency of 2 students (8%). The frequency distribution of the experimental group's initial and final test scores can be seen in table. The frequency test is used to describe the distribution of values based on the test results obtained.

#### The Frequency distribution Pre-test for Experiment Class

Pre-test for experiment class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	1.0	4.0	4.0
	40	8	8.0	32.0	36.0
	46	2	2.0	8.0	44.0
	53	5	5.0	20.0	64.0

	60	5	5.0	20.0	84.0
	66	2	2.0	8.0	92.0
	73	2	2.0	8.0	100.0
	Total	25	25.0	100.0	
Missing	System	75	75.0		
Total		100	100.0		

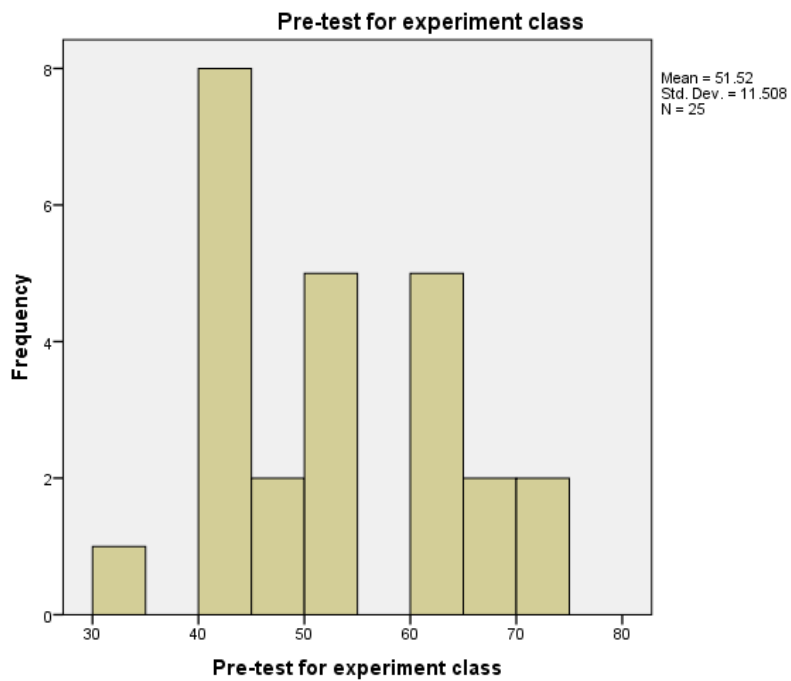
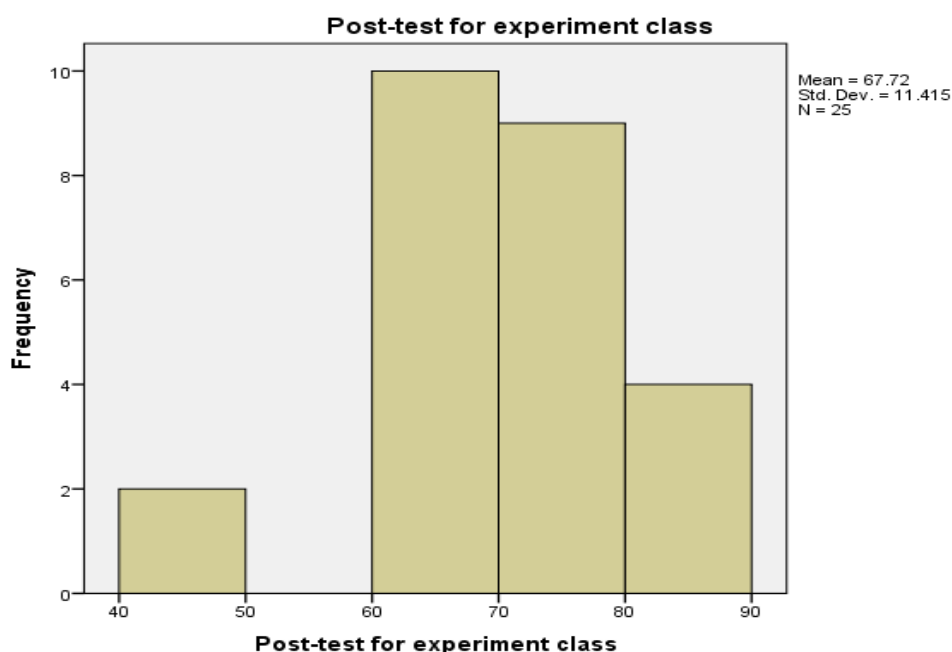


Table 4.3 The Frequency distribution Post-test for Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	2.0	8.0	8.0
	60	6	6.0	24.0	32.0
	66	4	4.0	16.0	48.0
	73	9	9.0	36.0	84.0
	80	2	2.0	8.0	92.0
	86	2	2.0	8.0	100.0
	Total	25	25.0	100.0	

Missing	System	75	75.0	
Total		100	100.0	



The table above showed the frequency and percentage of students' ability in writing. Interestingly, the result of pre test revealed that none of the students can be put in very creative category and very less creative category. While in post test, none of students were classified very creative category and very less creative category. In the less creative category there were 14 students in the pre test. It was the category that has the highest frequency of 14 students (56%). While in quite creative category there were 8 students (32%) and in creative category there were 3 students (12%). In the post test there was improvement. It can be seen that less creative category decreased from 56% to 24%. In addition, most of the improvements occurred in quite creative and creative categories, and none of students was categorized very creative and very less creative categories. The second was the researcher analyzed the student scores to find the mean score used to see the improvement that occurred in the control class.

Result of Comparison Between Students' Score in Experiment Class and Control Class.

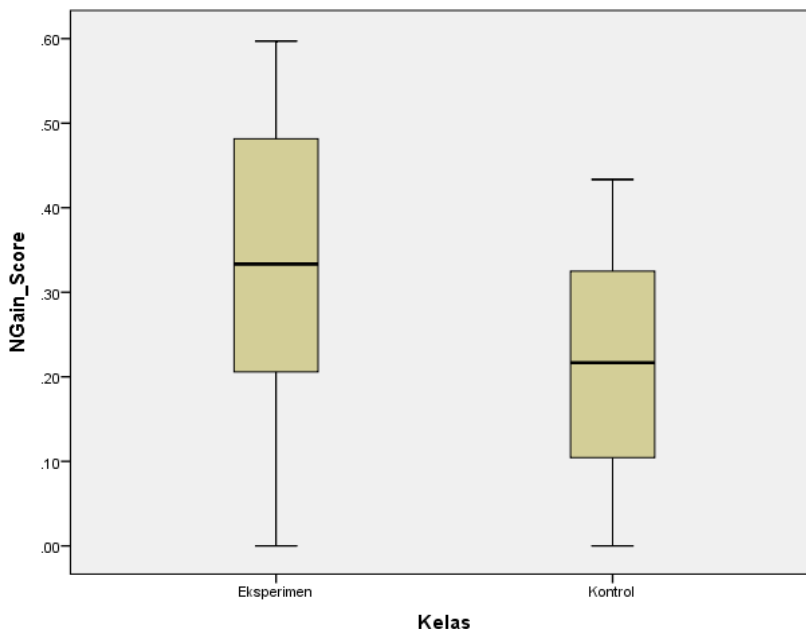
No	Class	Mean Score		Improvement ( % )
		Pre test ( $\bar{X}_1$ )	Post test ( $\bar{X}_2$ )	

1	Experiment Class	51,52	67,72	16,2
2	Control Class	45,96	57,44	11,48

The table above showed the results of the students' writing ability in both classes. it consisted of 25 students in each class. The improvement of experiment class score was higher than that of control class. In experiment class, the improvement was 16,2 % while in the control class was 11,48 %. Thus, it can be concluded that the improvement in experiment class or Big C was higher than the control class or Big B. However, these two classes have the same significance between experiment and control class can be seen in the paired t-test table. Researcher used gained test t to carried out and find out which learning model is more effective.

Table Output Analysis SPSS Gained Score

Ngain Score	Class	Mean Score	Minimum Score	Maximum Score
	Experiment	.3295	.60	.00
	Control	.2061	.63	.00



Based on the results of the calculation of the gained score Test, it shows that the mean gained score for the experimental class using the discovery learning model is (0.3295) which is included in the medium category. With a minimum gained score (0.00) and a maximum (0.60).

Meanwhile, the mean gained score for the control class using the conventional model (lecture model) is (0.2061) which is included in the Low category. Minimum N-gain score (0.00) and maximum (0.43). So, in this research based on the discovery learning model more effective than conventional model (lecture model) in teaching writing descriptive text viewed from creativity.

Table Paired Sample Test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test for experiment class - Post-test for experiment class	-16.200	10.770	2.154	-20.646	-11.754	-7.521	24	.000
Pair 2	Pre-test for control class - Post-test for control class	-11.480	8.237	1.647	-14.880	-8.080	-6.969	24	.000

From the table above, it can be seen that the value of sign (2-tailed) reveals the significance point is 0,01. It means there was significant effect of writing ability viewed from creativity taught using discovery learning and those taught not using discovery learning. Theoretically, the null hypothesis ( $H_0$ ) was rejected because the significant value is  $0,01 < 0,05$  and alternative hypothesis ( $H_a$ ) was accepted. It can be seen from the mean score from post in experimental class is 2,154 and post in control class 1,647. It can be conclude that use discovery learning model was more effective to teach writing descriptive text viewed from creativity at the fourth semester of IAIN Palopo in academic year 2020/2021.

To find out and analysis the result score of questionnaire. Data on students' initial abilities were collected based on the results of the pretest scores which aimed to see the students' initial abilities before the learning process took place. The average difference in students' initial abilities between the control and experimental classes is shown in the tables below

Table Frequency Distribution of Questionnaire

Indicator	Interval Score			Total
	Very Good	Average	Poor	
Perceiver	16	4	5	25

Target	14	7	4	25
Situation	15	9	1	25

#### Perception Students' about Discovery Learning Model in Teaching Writing Descriptive Text

No	Indicator	Mean Score	Criteria
1	Perceiver	30,44	Very good
2	Target	30,16	Very Good
3	Situation	30,04	Very Good
Mean Score		30,21	Very Good

Thus it can be concluded that the students' perceptions in the fourth semester of IAIN Palopo in writing subject were analyzed from the indicator with a mean perception score is 30,21 which had very good category.

#### Discussion

##### **The Students' Writing Ability in Experiment Class viewed from Creativity**

The result in pre test there were 11 students categorized in less creative and 10 students categorized quite creative and 4 students in creative categorized and none of students in very creative and very less creative categorized. The less creative category was the category that has the highest frequency of 11 students (44%) while the creative category has the lowest frequency of 4 students (16%). Interestingly, in post test there were 2 students in very creative categorized, 14 students in creative categorized, 6 students quite creative categorized, 3 students in less creative categorized and none of students in very less categorized. The creative category was the category that has the highest frequency of 14 students (56%) while the very creative category has the lowest frequency of 2 students (8%).

##### **The Students' Writing Ability in Control Class viewed from Creativity**

The result of pre test revealed that none of the students can be put in very creative category and very less creative category. While in post test, none of students were classified very creative category and very less creative category. In the less creative category there were 14 students in the pre test. It was the category that has the highest frequency of 14 students (56%). While in quite creative category there were 8 students (32%) and in creative category there were 3 students (12%). In the post test there was improvement. It can be seen that less creative category decreased from 56% to 24%. In addition, most of the improvements occurred in quite creative and creative categories, and none of students was categorized very creative and very less creative categories.



## Analysis of the Questionnaire Results

Based on the results of the data perceptions of fourth semester students' in IAIN Palopo when used discovery learning model in learning process. The mean score of each indicator is 30,21 with very good category.

## Conclusion

The result of writing test data analysis and discussion gathered in the previous chapters, it can be concluded that use of discovery learning writing model increases the students' ability in writing descriptive text viewed from creativity. In addition, using discovery learning model is more effective than using conventional model. It is proved by the improvement of experiment class was 16,2 % while the improvement of control class was 11,48 %. From data analysis, alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected because the value of significant is  $0,01 \leq 0,05$ . It means use discovery learning model is effective in teaching writing descriptive text viewed from creativity at IAIN Palopo in fourth semester in academic year 2020/2021.

The result of the questionnaire data analysis and based on calculations results obtained by students perceptions of the discovery learning model in writing descriptive text viewed from creativity, it was obtained that the mean score is 30,21 the score was include in the very good category. So, it could be concluded that students had very positive perceptions with discovery learning model in writing descriptive text viewed from creativity.

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